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ABSTRACT

This handbook provides a guide for elementary school teachers in developing a curriculum around five general concepts: there is dignity in all work; the life of a culture depends on its workers who produce goods and services; there are many different kinds of work; mankind uses tools for work; and work has rewards. Each section covers a different level of concept exploration. The first level outlines general concepts, more specific sub-concepts, behavioral objectives for the child in terms of concept investigation, and various suggestions for teachers to relate the behavioral objectives and concepts to the areas of language arts, mathematics, social studies, and science. Further sections list specific teacher aids and activities used to reinforce those concepts that apply to career development. The areas of art, music, physical education, and tool technology are also explored in terms of career development concepts. Lists of books, stories, films, songs, records, art activities, music activities, puzzles, games, physical activities, and tool technology projects are included. (KP)

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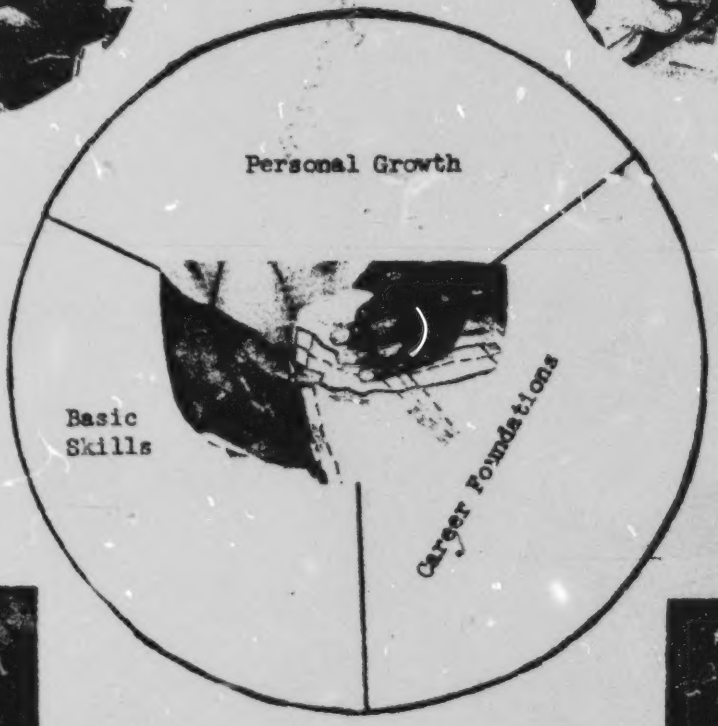
CAREER DEVELOPMENT EXEMPLARY PROJECT

AN INTERDISCIPLINARY CURRICULUM

1-6

(First Draft)



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CAREER DEVELOPMENT EXEMPLARY PROJECT

An Interdisciplinary Course of Study,

for Grades 1 - 6

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CAREER DEVELOPMENT

Grades 1 - 6

(First Draft)

CURRICULUM

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FOREWORD

The classroom teachers at Webb and Young Elementary Schools, the site of the D.C. Career Development Exemplary Project K-6, offer this volume of curriculum with humility, inviting discussion and use, requesting feedback from the educational community.

We have attempted to develop an interdisciplinary curriculum K-6, using the concept - generalization format, providing suggestions for implementation which include a variety of activities which involve the community as an extension of the classroom.

Of essential importance to the program is the continuing emphasis upon development of the individual as a worthwhile member of society, increasingly able to make realistic decisions which will determine the course of his life.

The five basic concepts are treated at all levels and in all disciplines.

Begun during the summer of 1972, under the guidance of a consultant, the curriculum for grades 1-6, is now ready for trial in our elementary schools, to be used in conjunction with a Handbook of Activities developed in 1971.

The kindergarten component, presently in work, should be ready for trial early in the fall.

The Elementary Curriculum

Team

June, 1973

BACKGROUND

The Career Development Pilot Program began with a four-week workshop in July 1970. Approximately twenty teachers from Webb and Young Elementary Schools were given a general overview of the philosophy underlying the Career Development Program, consisting of lectures, trips, films, hands-on activities, and writing unit plans.

During the school year these unit plans were tried out and enlarged upon. Weekly evaluation and planning sessions were held regularly after school during the year. Skills were increased through monthly Saturday workshops.

During the summer of 1971, the second Career Development Workshop was held. The primary aims of this workshop were:

- to examine the curricula
- to locate those concepts that apply to Career Development
- to construct hands-on activities designed to reinforce those concepts
- to develop a handbook which would serve as a guide for teachers

Three curricula were selected for use in this program; Our Working World, Man: A Course of Study, and Black Awareness. These curricula were selected because they lend themselves to the development of the economic principles and hands-on activities so important to the concept of Career Development.

Although the Black Awareness hands-on activities are contained in a separate section of the handbook, they are to be considered an integral and important part of the curricula of both Our Working World and Man: A Course of Study. As such they should be used at the appropriate achievement level and in conjunction with the Our Working World and Man: A Course of Study curricula activities.

Concepts

1. There is dignity in all work.
2. The life of a culture depends on its workers who produce goods and services.
3. There are many different kinds of work.
4. Mankind uses tools for work.
5. Work has rewards.

SENESH CURRICULUM

Level I — Families At Work

Concept: There is dignity in all work.

Sub Concepts:

1. All work is important.
2. All work has value.
3. The world of work is interdependent.
4. People enjoy the work they do.

Behavioral Objectives:

1. The child will tell why work has to be divided at home and school.
2. The child will explain why the division of work helps get the job done faster and better at home and school.
3. The child will explain how the division of work makes people interdependent.
4. The child will make illustrations of people the family depends on for goods and services.
5. The child will identify people the school depends on for goods and services.
6. The child will point out reasons why his job is important at home and at school.
7. The child will explain how he feels about the work he has done.
8. The child will tell how working at home and school is fun.
9. The child will match workers with various jobs and tell why each job is important.
10. The child will identify producers and classify them as producers of services or producers of goods and tell why we need their goods and services.

AREAS

Language Arts:

1. To demonstrate the confusion that results when labor in the home is not divided, the children can act out two short family scenes.
2. The children can listen to a story on tape that describes what happens when labor is divided in the wrong way.
3. Questions can be discussed to emphasize the need for the division of work.
4. The class can make a helpers chart.
5. The class can list various helpers that are needed at Christmas time so Santa can make children happy.

Mathematics:

1. Have the children make gingerbread cookies. Allow each child to be responsible for measuring one item.
2. The pupils can use a catalog to find the cost of each item he wants for Christmas and tell how he can help earn money to help purchase them.
3. The child can use different advertisements to compare prices of objects at different places.
4. The class will list different tools we use for counting and match each tool with workers we know.
5. The class can observe lists of objects and estimate the value of each as far as the ones that cost the most on the least.

Social Studies:

1. The children can fill boxes with various articles. Two groups of children are selected. In the first group, each child puts all the different kinds of items in a box, closes it, and stacks it neatly. In the second group, the labor is divided and the boxes pass along an assembly line with each child placing only one kind of item in the box. The last child closes the box and stacks it. Both groups begin and end the work at the same time. The team that divided the labor will outproduce the other.
2. The teacher can take the class for a walk in the school neighborhood. Point out how people have divided labor in the neighborhood i.e. the policeman, the mailman, the barber, etc. Point out that people have different skills and work at the jobs they do best.
3. Make chart stories of different jobs.
4. Parents can be invited to the class to share important factors about their jobs and the tools they use. As a follow-up pupils can make chart stories and illustrations as a result of the parent visit.
5. The class can visit a farm and dairy (such as Maryland Univ. Farm and Embassy Dairy) and observe mass production of milk and milk products. Each child should be able to tell each step in the mass production and the workers involved. They should tell how production can be affected if one job is not done.

Science:

1. The class can dramatize how the use of the five senses helps us do our jobs well.
2. The pupils can illustrate how they can do useful work by using mechanical energy. (Example: moving things, lifting things, running errands by bycicles, etc.)
3. The pupils can use elastic materials, such as springs and rubber bands to make model planes, trucks, and trains. The pupils will explain how the different elastic materials can be used to make the vehicle move.
4. Make individual aquariums out of plastic drinking cups for the purpose of observing the interdependence of plant and animal life. (Contents: gold fish, sand, gravel, seaweed and small snails).
5. Students can take a trip to a bakery and be able to see, hear, touch, smell, and taste, in order to observe the different attitudes, emotions, and skills that are involved in different occupations.

SENESH CURRICULUM

Level I — Families At Work

Concept: The life of a culture depends on its workers who produce goods or services.

Sub Concepts:

1. Some people at home produce goods and services.
2. Workers at school produce goods and services.
3. People at home need goods and services that are produced.
4. People at school need the services and goods that are provided.
5. There is an interdependence between producers and consumers.
6. Homes and schools need workers to sustain its life style.

Behavioral Objectives:

1. The child will list several producers of goods.
2. The child will role play four producers.
3. The child will explain why cities need producers of goods and services.
4. The child will draw a picture of a city scene showing what would happen if there were no workers.
5. The child will be able to describe services that school workers provide.

ACTIVITIES:

Language Arts:

1. Directed Reading Activities using job titles to label workers shown in mural done in Art Activity #1.
2. Parents demonstrate their jobs for the class. As a follow-up the pupils will make an experience chart story telling how the home or school depends on the parents job.
3. Illustrate and label workers that make home life possible and enjoyable.
4. Identify the workers in the schools and illustrate the services or goods they provide.

5. Invite different members of the school family into the classroom to speak. The pupils will draw them and write a story telling why they are needed in the school.

Mathematics:

1. Children can group pictures of producers and consumers into two sets. Then tell how many are in each set, which set is greater and which set is less.
2. Make a store, displaying empty containers with prices shown. Allow one group of pupils to select the five most expensive items, and another group will select the five most inexpensive items.
3. Allow each child a certain amount of money and a shopping list. The child will tell how much money he spent, how much he has left, and how much more he needs if he over spent.
4. Give a child one dollar and have him tell how many things he can buy for 20¢ and how many he can buy for 10¢ without spending more than one dollar.

Science:

1. Bake bread. Tell what producer provides that good. See how yeast multiplies to raise the bread. Correlate measuring with math.
2. Visit the boiler room in the school and identify the simple machines that help provide heat for our building.
3. Identify animal homes and tell how they are produced and name the producers.
4. Draw five machines and tell what producers use them and what they produce.
5. Draw five animals and five plants that we use for food, and name some producers who help to prepare each animal and plant for us to eat.

Social Studies:

1. The teacher can discuss with the class some of the activities of producers in and around the home that result in the production of goods and services. He can list on the blackboard some examples. The class can then organize a Producer's Club. A chart can be made with each child's name on it. The chart should have a column for each day of the week.

Social Studies

Each child who has produced a good or service at home puts a check mark on the chart for each day he has produced something. A check for each day of the week qualifies the child to be a member of the Producer's Club. He then makes a badge.

2. Tour the school building and them make a list of the workers that help in the building.
3. The children will be able to identify a variety of different jobs in their home and/or school.
4. Relate stories about animals at work to work that is seen at home and at school.
5. Assign classroom work task and responsibilities to the children.

SENESH CURRICULUM

Level I — Families At Work

Concept: There are many different kinds of work.

Sub Concept:

Many goods and services have to be produced by many different kinds of specialists.
Many different kinds of work are now available to produce goods and services which make our lives more comfortable.
Today people have a wider choice of goods and services and jobs than people had long ago.
The invention of more and better machines is causing jobs to change.
Different regions and communities provide different jobs.

Behavioral Objectives:

The child will tell the difference between a producer of goods and a producer of services.
The child will list some of the goods and services that fathers and mothers produce away from home.
The child will explain why some men and women are called specialists.
The child will point out why many specialists have to work together to produce goods and services.
The child will give reasons why most people can live in cities today.
The child will explain how the invention of machines has affected producers of goods compared to producers of services.
The child will make a chart showing different kinds of workmen, their uniforms, their tools or machines used, and whether they are producers of goods or service.
The child will illustrate different producers and how we consume what they produce.
The child will give reasons why most people lived on farms long ago.

AREAS	ACTIVITIES
Language Arts:	1. The children will dramatize certain occupations, and the rest of the class will guess what the occupation is. 2. The children will write a story about the work their parents do. 3. The children will see how many different occupations they can list in alphabetical order. 4. The class can play a game of characters; members of the class act out certain occupations and the rest of the class tries to guess what the occupation is. 5. The children can name and describe the jobs their parents do away from home and then decide whether they are producers of goods or producers of services.
Mathematics:	1. The children will make a chart entitled "Our Fathers and Mothers Produce Goods and Services Away From Home". The child will write his name under Goods if his father or mother produces goods, and under services if his mother or father is a producer of services. When the chart is completed the children will count the names under Goods, then count the names under Services. Then by subtracting the smallest number from the largest one, the children will tell whether more parents are producers of services or producers of goods. 2. Help children develop a good concept of time by letting them take part in the planning of activities: the next activity, the day's program, classroom routines. 3. Relate classroom routines to various job to show that workers must use time wisely. 4. Help pupils recognize differences in geometric shapes. Show how many workers use various shapes to perform their jobs. 5. Extend pupil's abilities to count by fives and tens in the telling time and counting money. Count by twos in recording temperatures or counting partners in a dance or game. Count backwards. Then tell which method of counting various workers use.

Social Studies:

1. The children will use magazines to find pictures of different kinds of communities such as a small town, industry town, a resort town, a port city, a logging camp, a sawmill, and a transportation center. They will make a booklet by putting a picture of each kind of city on a separate page. Under each picture the child will find pictures of different kinds of workmen and paste them on the page that has the kind of city that would be the most likely place for him to find work.

2. The children will make a list of jobs and find a picture of each job.

3. The class will make a mural of the many different jobs done at home.

4. The class will interview school workers and make a list of the many different jobs performed in the school.

5. The children can cut from magazines pictures showing producers at work away from home. They might prepare an exhibition of the pictures, grouping them under the titles "Producers of Goods" and "Producers of Services.

Science:

1. The children will compare the tools that were used long ago with the modern tools. Using the tape recorder, the children will tell how new tools help us to do work faster and better, and how new kinds of jobs have appeared as a result of such inventions.
2. Collect pictures of homes built for animals, as people build home for some animals, dog houses, chicken houses, bird houses, barns, then list the various jobs necessary for building each house.
3. Visit NASA Space Museum to observe the many different kinds of jobs required to make a space flight.
4. Invite NASA Space-mobile to the classroom for a demonstration related to space workers.
5. Tour the neighborhood to observe how our land is used and the different job required in making use of our land.

SENESH CURRICULUM

Level I — Families At Work

Concept: Mankind uses tools for work.

Sub Concept:

1. Tools help us produce faster and better.
2. There are simple tools and complicated tools - both are very important.
3. Man invents tools and machines and improves them.
4. People have to learn how to use tools and machines.
5. Tools and machines must be cared for.
6. Machines are a combination of simple tools.

Behavioral Objectives:

1. The child will name some of the tools that his family has at home.
2. The child will tell why tools are important.
3. The child will compare old tools with new tools.
4. The child will illustrate tools people have today that would have helped people work faster, long ago.
5. The child will identify the simple tools that make up machines.
6. The child will point out reasons why it is important to learn how to use tools.
7. The child will associate different workers with their tools.
8. The child will list reasons why people take care of tools.
9. The child will make charts showing how men differ from animals in that they can invent and use tools and machines.
10. The child will demonstrate the use of tools safely and correctly.

ACTIVITIES

Language Arts:

1. The children can draw pictures of different tools and tape stories about how they help us work faster.

Language Arts:

2. The children can listen to the story "The Little Red Wagon". Then they can make charts of other machines at the home that help us do a job faster and better, and chart stories about how tools or machines help us to do work and how to take good care of tools and machines.
3. Using magazines, find pictures of tools and machines, making a "Picture Dictionary" of tools.

Mathematics:

1. The class can make pegboard number lines to use as a tool for addition and subtraction.
2. The class can make clocks as a tool for measuring time.
3. Make provisions for the class to observe machines such as adding machines, and tabulating machines for the purpose of discovering how tools and machines have made counting easier for workers.
4. Make thermometers to show how the weathermen are able to tell the temperature from day to day.
5. To verify simple equivalent measures let children use concrete materials to prove relationships in measurements.

Social Studies:

1. The children can be helped in discovering that in many parts of the world people still use simple tools. After observing different pictures the class can discuss. The tools, pictured are helping the people to do their jobs and what new tools would help with the same job.
2. The pupils can make a list of tools used in their homes.
3. Teach the name of each tool in the tool chest and demonstrate the proper use of each one.
4. Help pupils to understand that tools and machines must be properly maintained.
5. The class can prepare an exhibit of the six simple tools; (screw, lever, wheel, pulley, inclined plane, and wedge). Then the pupils can show how these tools are used and tell stories about how they help us work faster and better.

Science:

1. The class can prepare an exhibition of simple tools, and models of more complicated tools showing the part that simple tools play in today's complicated machines.
2. Discuss the different kinds of machines that help us to do work in the home, in the school, and in transportation.
3. Make a poster showing different kinds of machines that help us.
4. Make chart stories of what makes things move.
5. Compare doing work with a broom and a vacuum cleaner, with a wash board and a washing machine, with a typewriter, with a spoon and an electric mixer, and with a spade and a power shovel.

SENESH CURRICULUM

Level I — Families At Work

Concept:
Work has rewards:

Sub Concepts:

1. Some work is performed for monetary reward.
2. Some work is performed for an aesthetic reward.
3. Some work is performed for safety of the family.
4. Some work is performed for personal satisfaction.
5. Some work is rewarded immediately.
6. Some work is rewarded in the future.

Behavioral Objectives:

1. When presented with pictures of workers the child will identify those who received monetary reward for their work.
2. The child will be able to draw pictures of five workers who receive an aesthetic reward for their work.
3. The child will be able to role play three jobs his mother does in the home for the safety of the family.
4. The child will be able to role play three jobs his father does in the home for the safety of the family.
5. The child will show three jobs he has done in the classroom from which he was rewarded by personal satisfaction.
6. The child will be able to name several jobs he does from which he receives immediate reward.
7. The child will be able to list several jobs which provide for future reward.
8. The child will be able to classify jobs according to the types of reward received.

AREAS

Language Arts:

1. The children will use their finger puppets for creative drama based on workers who receive aesthetic reward from their work.
2. The children will add the following words to their reading vocabulary work, reward, job through the use of any teacher chosen Directed Reading Activity.
3. The children will add the following to their oral vocabulary: immediate, reward, future reward, personal satisfaction, through teacher-led discussion.

AREAS

Language Arts:

4. The children can listen to a teacher-made tape of a story involving several workers. The children then discuss how these workers were needed.
5. The children will role-play jobs their mother and father do in the home for the saftey of the family.
6. The children will write stories or dictate experience charts about workers and their rewards.

Mathematics:

1. The child will do activities in his math book that have to do with money.
2. To determine the value of different coins, provide dramatic play experiences, such as; taking the roles of store-keeper and customer, handling play money, discussing value of coins, paying for a 10 cent article with different coins (10 pennies, two nickels and one dime).
3. To record the passage of time, (days, weeks, month) on a calendar teach the needed vocabulary in children's school experiences: "Do this today" "We will do this tomorrow", "We did this yesterday". This will help pupils realize that time is a factor when one is rewarded for work.
4. Give activities that will help pupils understand why some jobs give greater rewards than others.
5. To read and write two place numbers by teaching place value of ones and tens.

Social Studies:

1. The children will use the hats made in Art Activity 1 and role-play the jobs they represent and tell what reward they receive.
2. Find pictures of professional sportsmen. Tell what their job is and what rewards they receive.
3. Discuss father's or mother's work and explain that their reward for this work is called income, and that income is usually paid in money.

Social Studies:

4. To make sure the children clearly understand the term "making money", the class can prepare a big drawing showing a face behind bars. This picture should carry the legend "This Man Made His Own Money". They must understand that only the government can "Make" (coin or print) money. Anyone else who tries to make money will be sent to jail.
5. To help the children understand how ridiculous and difficult it would be if everyone had a different standard of value and money were not accepted everywhere, the class can act out a playlet. (Playlet found on page 111 of Families At Work: Resource Unit) A street of stores (gorcery, shoe store, toy store) can be set up in the classroom. The cast includes a grocer, shoe salesman, toy salesman, customer, and narrator.

Science:

1. Take a trip to the zoo. Find out who cares for the animals and how. Find out what reward they get.
2. Make a collection of foods which show the parts of plants that are used. Tell how our bodies are rewarded if we eat the proper plants.
3. Explain how plants that we use for decoration reward us.
4. List five tools and machines and explain how each one helps to make it possible for us to receive greater rewards for the work we do.
5. List ways we can be rewarded for caring for our teeth, our bodies and our homes and school.

Level II:

Concept: There is dignity in all work.

Sub Concept: All work is important.
All work has value.
The world is interdependent.

Behavioral Objectives:

The student will be able to recognise the different kinds of jobs in the neighborhood.
The student will be able to work with others in the classroom.
The student will follow the time schedule in the classroom.
The student will be able to identify different kinds of clothes worn by various workers.
The student will be able to identify tools used by different workers in the neighborhood.

AREAS	ACTIVITIES
Art:	Draw and color pictures of workers. Paint pictures of workers and their work. Make clay models of tools used by workers.
Language Arts:	Read stories and poems about the world of work. Role playing workers. Write names of workers. Have children do simple role playing. eg: Who are you? What do you do? What do you want to be when you grow up?
Mathematics:	Learn to tell time. Learn to interpret the calendar. Learn to count workers by 2's, 5's, and 10's. Learn to count tools by 2's, 5's, and 10's.
Music:	Listen to Sounds associated with work. Learn songs about work and workers. Sing songs about work and workers. Beat out rhythms associated with work. Learn specific songs about specific jobs. Learn to identify various rhythms-instruments. Learn to play various rhythm instruments.

Physical Education:	Play Games about workers. Invite professional sports players in/to discuss and demonstrate their jobs. Participate in games with the teams named for various occupations eg: Fireman vs. Policeman. View movies of athletic events which show the various positions necessary to comprise the team.
Science:	Learn how the five senses are used by various workers. Distinguish between day workers and night workers. Have the student identify all the sense organs used in the identification of various jobs.
Social Studies:	Identify workers who provide services. Identify workers who provide goods. Distinguish between producers and consumers. Invite workers to come to the classroom. Make exhibits of workers and their work. Make a "world of work" booklet. Bring in and discuss newspaper advertisements. Field trips to observe workers at work.
Tool Technology:	Have the students become aware of himself as a person and potential worker and active social member.

See Handbook for Suggestions.

Level II:

Concept: The life style of a culture depends on its workers who produce goods and provide services.

Sub Concepts:
Some workers produce goods.
Some workers provide services.
People need services that are provided.
People need goods that are produced.
The life style of a man depends on his work.
Some workers provide ideas.
Some workers implement ideas.
Kinds of work are influenced by the environment.

Behavioral Objectives:

The student will be able to identify goods.
The student will be able to identify producers of goods.
The student will be able to identify services.
The student will be able to identify providers of services.
The student will be able to recognize different kinds of workers.
The student will be able to recognize different kinds of cultures, Ex. Indian, Eskimo.

AREAS	ACTIVITIES
Art:	Draw pictures of people who have different cultures: Eskimo, Indian. Paint picture of different kinds of workers. Make a mural of people who have different cultures. Make a diarama depicting the culture in the various house designs in different neighborhoods throughout your city:eg: Lower income, middle and upper.
Language Arts:	Read stories about workers with different cultures. Read and learn poems about workers. Write the names of workers. Role play workers producing goods. Role play workers providing services. Role play the life style of the people who live in different neighborhoods.
Mathematics:	Count the different cultures we have learned about. Discuss the variance in the amount of money received for various services, and for the production of different goods.

Music:	Learn songs of other cultures. Listen to different kinds of music. Sing songs of other cultures. Make instruments used in other cultures.
Physical Education:	Learn dances from other cultures. Play games from other cultures.
Science:	Discuss foods eaten by other cultures. Discuss kinds of weather conditions found in other places. Discuss the contributions made by famous scientists from various cultures. Prepare foods of other cultures.
Social Studies:	Assemble a display of pictures of "How people Live around the World". Display paper doll clothes of "Clothes around the World". Find pictures of homes in other parts of the world. Make chart stories of different cultures. Display pictures of foods eaten in other parts of the World.
Tool Technology:	Create a display of tools used by three different cultures. Make tools out of styrofoam. Cut and paste pictures of tools from magazines. Cut out and paste pictures of tools used to produce different goods. Lable tools.

Level II:

Concept: There are many different kinds of work.

Sub Concept:
Some people work for a living.
People do many kinds of work.
Different kinds of jobs are needed to accomodate people who have different skills.
Some people are specialists in their work.
Improvement of skills has made different kinds of work.

Behavioral Objectives:

The student will be able to name different kinds of work.
The student will be able to recognize different kinds of workers.
The student will be able to identify many specialists.
The student will be able to distinguish between simple tools and machines.

AREAS	ACTIVITIES
Art:	Draw and color workers using a variety of tools. Paint workers in their work uniforms. Make the uniforms worn by various workers.
Language Arts:	Role play jobs of their parents. Read stories about work. Listen to stories about work. Discuss the importance of specialists: doctors, dentists, teachers, policeman. Role play the jobs they would like to perform as adults.
Mathematics:	Count the specialists we know in our community. Compare the sizes of simple machines. Count the number of different jobs necessary to run your community. Make charts, graphs etc., of kinds of work.
Music:	Sing songs about work. Listen to songs about work. List the number of jobs involved in producing. 2 Instruments used in a band.
Physical Education:	Play a game of charades: acting out occupations to be guessed.

Tool Technology:	Photograph workers who are invited into the classroom. Create a board using masonite of people at work. Cut and paste magazine pictures showing people working away from home. Using styrofoam make models of the tools used by the workers in your school.
Science:	Learn the work that needs science knowledge. Learn the work that has to be done outdoors. Learn the work that has to be done indoors. Discuss the tools used by different scientists in their work; astronauts, chemists, laboratory technicians.
Social Studies:	Invite workers to the classroom to discuss their work and qualifications. Write short stories about the workers that were invited in. Make a display of pictures showing your community workers.

Level II:

Concept: Mankind uses tools for work.

Sub concept:
Tools make work easier.
Different tools are used for different kinds of work.
Tools help us produce faster and better.
There are simple tools and complicated tools.
All tools are important.
Man invents tools and improves them as needed.

Behavioral Objectives:

The student will be able to name a wide variety of tools.
The student will be able to identify different kinds of tools.
The student will be able to distinguish between different kinds of tools.
The student will be able to associate tools with their workers.
The student will be able to point out how tools have been improved by man.
The student will be able to use some simple tools.

AREAS	ACTIVITIES
Art:	Draw and color pictures of tools. Paint pictures of tools. Make a chart showing how tools have improved. Make a mural showing man using different tools. Draw pictures of two tools that can be used to perform the same task, then explain which tool would make the performance of the task easier.
Language Arts:	Read stories and poems about tools. Write names of tools. Role play the use of tools. Write chart stories about different tools and their use. Listen to stories about different tools.
Mathematics:	Count pictures of tools by 2's and 10's. Learn sizes and measurements of tools. Compare the size of tools in our cart with regular tools. Have students guess the length and weight of different tools. Learn to use the ruler skillfully.

Music:	Sing songs about tools.
Physical Education:	Play games using tools. Learn dances about tools.
Science:	Distinguish between tools made of wood and of metal. Learn how the five senses are used by man in using tools. Have students discuss the materials of which different tools are made. Have the students discuss the sense they feel is most important in handling tools.
Social Studies:	Identify tools used for different kinds of work. Associate tools with the workers who use them. Invite workers to demonstrate their tools in the classroom. Bring in and discuss pictures of man using tools. Take field trips to sites where tools are being used. Take a tour of your community and your school and make a listing of the tools seen in operation.
Tool Technology:	Learn to spell and pronounce the names of tools. Make tools out of masonite. Make tools out of papier mache. Make tools out of styrofoam. Cut pictures of tools out of magazines. Examine the tool cart, then make a listing of tools which are not found in the cart.

Level II:

Concept: Work has rewards.

Sub Concept: To show that people who work away from home usually receive a reward called income.
Money is accepted by everyone for goods and services.
Work gives us satisfaction.
The value we place on goods and services is determined by its price.

Behavioral Objectives:

The student will be able to list several happy experiences that people get from their work.
The student will identify the medium of exchange (usually money) in other countries.
The student will understand the importance of money.
The student will recognize rewards other than money.

AREAS	ACTIVITIES
Art:	Make a display of goods and prices. Draw pictures of pieces of money and label each piece. Draw pictures of workers who have goods to sell. Make a list of ten different jobs and the amount of money you feel a person should make for performing this job, then check the actual salaries to see how accurate your guesses work.
Languge Arts:	Read advertisements in magazines and newspapers. Give playlet on marketing. Role playing (consumer-producer). Role playing (employee-employer) on payday when the employee is 1. overpaid; 2. underpaid. Role play other rewards situations.
Mathematics:	Count money. Count the numbers of rewards for work. Identify the various species of money. Compare the many different prices for the same article Compare the salaries of workers in two or three different schools, and show that different qualifications mean differences in salaries. Chart a number of jobs and their salaries.
Music:	Sing songs about buying and selling. Listen to records and tapes on business. Learn songs about work and rewards.

Science:	Discuss how workers depend upon the five senses. Write the senses involved in work. Display pictures of the senses workers use. Discuss the sense most often use in identifying rewards.
Social Studies:	Have the students discuss rewards for goods and services other than monetary ones.
Tool Technology:	Make a trading post. Cut pieces of money out of cardboard.

Suggested Trips:

Smithsonian
Lumber Yard
Metro
Zoo
Bakery
Dairy
Farm
Supermarket
Public Library
The Neighborhood

Level - 3

SENSE CURRICULUM: Cities At Work
Level III

Concept: There is dignity and importance in all work.

Sub Concept: Many people work for a living. There is a difference between work and play. There are many values in all types of work.

Behavioral objectives:

1. Given a set of 20 pictures of workers the student will be able to identify and role play the kinds of work each worker does.
2. Use a newspaper want ad section to locate and identify jobs in a city.
3. Given a set of flannel cut-outs of uniforms for workers, the student will be able to dress them appropriately for their jobs.

Areas	**ACTIVITIES**
Art	1. Make hand puppets depicting people of specific occupations in a city. a. Policeman d. Mailman b. Nurse e. Doctor c. Fireman f. Stewardess 2. Make clay statues of workers that they would like to be when they grow up. 3. Construct dioramas showing different workers at work.
Language Arts	Video-tape children performing an original play which they have written about workers in their city.
Mathematics	Compare and contrast salaries of different workers in the city.
Music	Learn songs about work and workers. Sing songs about work and workers. Create a song about work.

AREAS	ACTIVITIES
Physical Education	Invite a Karate expert to demonstrate the techniques of his job and let pupils participate.
Science	Match tools and five senses with each worker. Exam. Cutting and pasting matching
Social Studies	Select a group to discuss the importance of jobs in the city, the dignity that each worker shows in his work.
Tool Technology	1. Make character boards depicting some workers in our city. 2. Cut out pictures from magazines and make jigsaw puzzles of workers in a city.
Trips	1. Visit Mimes and Masques Theatre to show children that there is dignity and importance in all work. 2. Visit U.S. Capitol to observe workers from all states. (Congressmen, senators, etc.)

SEESH CURRICULUM

Level III

Concept: The life style of a city depends on its workers who produce goods and provide services.

Sub Concepts:

Some workers produce goods.
Some workers provide services.
People need goods that are produced.
People need services that are provided.
There are industries that produce things and ideas.
Service occupations are based on the types of needs of the people.

Behavioral Objectives:

The students will be able to discuss the dependence of the life style of the city upon its workers.

The students will be able to distinguish between goods and services.

The students will be able to list some of the goods produced.

The students will be able to point out some of the services rendered.

The students will be able to point out ideas and services produced by the city and national government.

The students will be able to see the types of needs of the people in the city.

AREAS	**ACTIVITIES**
Art	After studying about workers, the students will design a mural showing workers that produce goods and provide services.
Language Arts	1. Role playing - using character boards children will act out what one does to provide goods and services. 2. Make up rhymes about different workers.

AREAS	ACTIVITIES
Physical Education	Invite a Karate expert to demonstrate the techniques of his job and let pupils participate.
Science	Match tools and five senses with each worker. Exam. Cutting and pasting matching
Social Studies	Select a group to discuss the importance of jobs in the city, the dignity that each worker shows in his work.
Tool Technology	1. Make character boards depicting some workers in our city. 2. Cut out pictures from magazines and make jigsaw puzzles of workers in a city.
Trips	1. Visit Mimes and Masques Theatre to show children that there is dignity and importance in all work. 2. Visit U.S. Capitol to observe workers from all states. (Congressmen, senators, etc.)

AREAS	
Language Arts	3. The students will form a panel and discuss how the life style of a city depends upon its workers who produce goods and provide services.
Mathematics	The students will solve arithmetic problems using subtraction and multiplication. Ex. If a worker produces 12 boxes and the company sells 8 of them, how many boxes will he have left?
Music	The students will learn and sing songs dealing with work actions. The student will listen to and identify songs that deal with workers.
Physical Education	After watching a football game on T.V. (Redskins) the students will write four rules for a football game.
Social Studies	1. The students will identify various tools that different workers use. 2. Make a bulletin board using pictures to show goods and services that our city depends on from other cities in the U.S.
Science	The students will understand the manufacturing process of making soft drinks.
Tools	1. Draw a simple chart to illustrate how technology has changed the use of machinery in the making of soft drinks from early twenties to present time. 2. Make pictorial scrapbook showing pictures of goods and services.
Trips	a. Visit Farmer's Market (6th and Florida Ave., N.E.) to see what happens to goods produced.

Trips

b. Visit aboretum to see different jobs needed to care for a garden.

c. Visit the Safeway Milk and Bakery department (Landover, Md.) to observe how goods and services are produced.

d. Visit Hechinger's lumber yard to see materials available for workers in a city to produce goods and services.

CITIES AT WORK

Level III

Concept: There are many different kinds of work

Sub Concept:

1. Many goods and services have to be produced by many different kinds of of specialists.
2. People today have a wider choice of goods and services and jobs than people had long ago.
3. The invention of more and better machines is causing jobs to change.

Objectives:

1. The students will be able to distinguish between a producer of goods and a provider of services.
2. The student will be able to list some of the goods and services that fathers and mothers produce in the city.
3. The student will be able to describe specialists found in a city.
4. The student will be able to give reasons why specialists have to work together to produce goods or services in our city and place them on exhibit.

Language Arts:

1. Create poems and stories about workers in our city.
2. Role playing of various occupations that students observed during field trip, which will broaden their preception of the many different facets of the World of work.
3. Students list types of occupations they saw being performed while on tour of the neighborhood and a job description as it relates to the World of Work.

   e.g. cashier
   stock boy
   manager

Mathematics:	Use articles and books to determine how prices rise and fall according to the principle of supply and demand.
Science:	Use charts and diagrams to show that some people's jobs change with the seasons. (Ex. lifeguard in summer; fruit picking in the fall)
Social Studies:	Using magazines and other resources, make a scrapbook showing inventions of long ago & compare them with those of today.
Tool Technology:	Set up assembly line to make tug boats to show that many different kinds of specialists work together.
P. E.:	View film "Fun and Recreation In Big Cities" to see different kinds of specialists in recreation.
Music:	Find and list kinds of jobs found in the field of music. Invite group (Instrumental) from Performing Arts Society to perform and discuss instruments they use with children (Brass Quintet, etc.)
Trips:	1. Visit the airport (National and/or Dulles) and Union Station to observe different kinds of work in operation. 2. Tour neighborhood to observe different kinds of work in progress.

SENESH CURRICULUM

Level III

Cities At Work

Concept: Mankind uses tools for work

Sub Concept:

Tools help us produce faster and better.

There are simple and complicated tools.

People have to know how to use tools and machines to make work easier.

Man is unique because he both invents tools and machines and improves them.

Tools and machines must be properly maintained if they are to be useful.

Objectives:

The student will be able to list some of the tools found in his home.

The student will be able to tell why tools are important.

The student will be able to identify the kinds of tools used on different jobs.

The student will be able to tell why tool technology has replaced many workers.

The student will learn the proper care and use of tools.

AREAS	ACTIVITIES
Language Arts:	1. Write sentences telling about the tools they have observed being used in their 2. Write paragraphs telling types of tools found in their homes.
Art	Draw pictures to show the right and wrong way of using tools.
Science	Class will prepare an exhibition of six simple tools Ex. screw, lever, pulley, inclined plane wedge and wheel.
Mathematics	1. Children will learn about the different tools used for measurement in a city.

Mathematics

2. Use magazine articles and newspapers to make picture file showing tools man uses for measurement,,angles, etc.

Social Studies:

1. Compare tools used in other parts of the world with tools used in our city.

2. Find out about tools used in the past and compare them with those used now. (Representative from the telephone Co.) (linesman installer, repairman to discuss tools he uses on the job).

Tool Technology

1. Make simple tools using clay masonite and paper machine.

2. Visit a construction site (Metro, etc.) to see the type of tools and machinery man uses in construction.

SENESH CURRICULUM: Cities At Work

Level III

Concept: Work has rewards

Sub Concepts:

People who work away from home receive a reward called income.

Money is a convenient device to measure the price of goods and service.

Money is accepted by everyone as a reward for goods and services he produces.

People receive aesthetic satisfaction from work.

People receive personal satisfaction from achievement accomplished.

Behavioral Obj:

Given a set of pictures the students will be able to act out the roles of different receivers of income.

Ex. The grocer selling goods; the landord collecting rent

The student will be able to identify producers of goods and services and the rewards they receive.

The student will be able to compare and contrast aesthetic feelings that workers experience.

The student will be able to describe personal feelings that one receives from achievements accomplished.

AREAS	ACTIVITIES
Art	Construct doramas showing different receivers of income in city. Ex. Grocer, Doctor, Salesman..
Language Arts	1. The Teacher can read the story "The Tuba Factory" to the class. After the story has been read the class can discuss the importance of money as a medium of exchange and the inconvenience of the barter system. 2. Role playing to act out roles of salesman, cashier, stock boy, inventory, records, produce manager, etc.

AREAS	ACTIVITIES
Mathematics	1. The student will visit various stores in the city to compare prices of 3 items that vary greatly in price. From their findings, each child will prepare a price list to show that goods and services do not all have the same price. 2. Compare salaries of various workers in our city with workers in another metropolitan city. Ex. Teachers, Policemen, Firemen, Congressmen, Sanitation workers, etc.
Physical Education	The students will plan a "Physical Fitness Day" and participate in it.
Social Studies	Use maps and globes to point out where different kinds of money are used.
Tool Technology	1. Make a variety of items (candles, bookends, ash trays, leather craft puzzles) for exhibit. 2. Construct a store. (students will have different responsibilities, some saw, some paint, make signs, measure, etc.)
Music	Learn and sing the song "Going Down to the Market."

Filmstrips, Records and Transparencies

1. "World of Work Series"
   Copyright 1967-70 - McGraw Hill
   Running Time: 12 minutes each

   The viewer gets a picture of a particular job for which he can do some advanced planning.

2. "Family Members Work"
   Copyright 1973 - Singer - Society For Visual Education - 49 frames - Color and Primary

   Jobs of each family member

3. "School Friends and Activities"
   Copyright 1973 - Singer - Society for Visual Education - 50 frames

   Build positive attitude toward school.

4. "Community Helpers"
   Innovative Teacher Aides Center - Silver Spring, Maryland.

   Unit 4

   Example: 1. The Dentist
   2. The Policeman

5. "How People Make a Living"
   Innovative Teacher Aides Center - Silver Spring, Maryland

   Unit 9

6. "Air Travel Today"
   Copyright 1973 - Singer - Society For Visual Education - F.S., 2 Records Full Color. $34.50

   Examples: 1. Let's take an Airplane Trip
   2. The Flight Crew and the Controllers
   3. Preparing a Plane for Flight
   4. Keeping the Airport Running

7. "Machines and Tools to Help Us"
Copyright 1973 - Singer - Society for Visual Education. 40 Frames

How simple machines work and help man.

8. "Exploring Careers" - Group I
Copyright 1973 - Singer - Society for Visual Education - Full Color, 30 Frames, 16 minutes. 6 F.S., 3 records.

Example:
1. The Telephone Installer
2. The Broadcast Technician
3. The Newspaper Reporter
4. The Airline Cabin Attendant
5. The Long Haul Truck Driver

9. "Science and Invention"
Copyright 1973 - Singer Society for Visual Education - Overhead transparencies $4.95.

Contributions to the field of Medicine, biology, math, agriculture, industry, transportation, others.

Level IV

Concept: There is dignity in all work

Sub Concept:

1. A positive self-concept enables an individual to enter and function in the working world.
2. All jobs make a contribution to the world of work.
3. An individual's interests and aspirations help to determine his attitude towards work.
4. Man's work contributes to a nation's wealth and productivity.

Behavioral Objectives:

Given a list of jobs, the student will classify, with 90% accuracy, each job under the following categories: unskilled, skilled, semi-professional, professional and list them in the order of importance to him with adequate justification.

ACTIVITIES:

1. Draw a self-portrait.
2. Plan a class trip to a factory where the students can observe all categories of work.

Materials:

Factory Trip: Check List
Types of work being done
Cameras Film: Kinds of tools being used
Machines being used
Raw materials
Local environs of factory (size)
Physical features

3. Draw a picture of a worker which you would choose to be if you were an adult.

Language Arts: Have Students;
a. List their interests
b. Rank their interests
c. Demonstrate their hobby interests (prepare exhibits) etc.

Social Studies:

1. Identify at least 4 reasons why all jobs are important.
2. Set up a panel discussion to consider 4 jobs in terms of how society views them and the true worthiness of jobs, salary maps, globes, films, land form charts, resource books, records, transparancies, Overhead Projectors.

Mathematics: Given the scale of the 4 job areas, find the difference in salaries on a weekly, monthly and yearly basis. Rulers, graph paper, calculator and/or adding machine; abacus scale.

Music: List the type of music you feel would be most prevalent chosen in each category of work. Tapes, Records, Instruments.

Science and Art:
Illustrate the science processes utilized in each category of work observed in the factory visited.

Science: Instruments and paraphernalia used for scientific experiments

Art: Colored chalk, paints, brushes, crayons, scissors, paper, easel, fabrics, glue, paste, needles, tape, clay, ceramic kiln

Physical Education:
Pantomine the body movements of each kind of worker observed in the factory visited, and list the sports you feel the person could excell in. Weight lifting devices; Various sports equipment for games and activities.

Tool Technology:
Identify the tools most commonly used in each area of work..

Community Resources:
Bus Station
R. R. Station
Air Port facility
Fire House
Police Headquarters and Precinct
Dairy
Bakery
Community Ctrs. and Services

Level IV

Concept: The life-style of a culture depends on its workers who produce goods and services.

Sub Concepts:

1. Some workers produce goods.
2. Some workers provide services.
3. People in the city need goods that are produced.
4. People in the city need services that are provided.
5. People are responsible for each other.
6. A city needs workers to sustain its life style.
7. Service occupations are based on the type of services rendered.

Behavioral Objectives:

Given a list of workers whose life-style of culture depends upon their work, the pupils will be able to identify the goods and services produced or provided by each worker with 95% accuracy.

ACTIVITIES:

Art: Construct a collage showing workers who produce goods and workers who provide services.

Materials:

Art: Picture magazines, newspapers, photographs..

Language Arts:

1. The class organizes a panel. Discuss the fact that the life style of a culture depends upon the workers who produce goods and provide services.
2. Take a field trip and write a report on the different workers that were seen in the factories or industries visited.

Tool Technology:

Construct a simple chart to illustrate how technology has changed the making of bread.

Science: Take a field trip to a bakery to observe the manufacturing process of bread making in a factory.

Mathematics: Problem-solving - if a worker produces 6 boxes in on half hour, how many boxes will he produce in his 8 hour day?

Music: Learn and sing songs dealing with work activities. Listen to and identify folk songs which deal with workers.

Music: Visit Kennedy Center for Concert; Constitution Hall (for Musicals) and other music theaters.

Physical Education:

Play a team game.
Watch a T.V. Redskins game to observe the team work and the inter-dependence of each team member.
See materials listed under previous P.E. concepts.

Level IV

Concept: Mankind uses tools for work.

Sub Concept:

1. A city needs many workers.
2. The workers use many tools.
3. Each worker uses tools to carry out his work in the city.
4. Technology changes the kinds of tools needed to work in the city.
5. Workers produce goods and services for the city.
6. These goods and services are produced in the city in factories, stores, offices and homes.
7. Some cities specialize in only a few goods and services while other cities produce many goods and services.
8. A city has many specialists.
9. Workers in a city may choose the jobs that fit them best.
10. Some workers use their minds as their basic tool.

Behavioral Objectives:

The students will be able to create a collage and/or a chart illustrating city workers and their tools.

ACTIVITIES:

Art: Make a chart of a collage showing city workers and their tools.
Materials: Same as prior list.

Language Arts:

1. Read and discuss verses 4,8,10 of the poem "Song of the City," Cities At Work, Senesh, p.38.
2. Read and summarize the kinds of work and tools discussed on pages 3-37. (Ibid Senesh)
3. Role play the kinds of workers and tools in #2.
4. Play the game "Name 6"; Have a group of cards with workers' names on them. Pass them in the group like "Hot Potatoes". When timer calls "Stop", the pupil caught with the card names 6 tools used by that worker whose name is on the "Hot Card".
5. Using a group of pictures illustrating workers and their tools, have the students orally explain "If I were a ____, I would _____."

Music: Learn the song, "What Is A City" - S.R.A. Resource Unit, Cities At Work, Senesh, p. 27.

Social Studies:

Use the yellow pages and/or the classified section of a news paper to research the kinds of goods and services produced by workers in D. C.

Tool Technology:

Identify the tools used by a given list of city workers and/or identify the workers who use a given list of tools.

Mathematics:

From newspaper ads, or a tool catalogue, caculate the cost to a worker chosen from a list(carpenter, plumber, beautician, teacher, nurse, construction worker, custodian) of the basic tools and/or materials, he would need to carry on his work.

Field Trip:

Visit I.B.M. Computer Center (Conn. Ave.)
Visit a governmental machine and tool repair center.

1. The student will write worded problems using the facts found in the classified ads.
2. Make a bar graph showing the salaries of the unskilled, skilled, semi-professional and professional workers.

(con'd) - such as: How much would a worker earn in an 8-hour work-day at $4.50/an hour?

Field Trips

To different factories, industries or professional institutes and businesses.

Level IV

Concept: There are many different kinds of work.

Sub Concept:

1. Work can be classified in many different ways.
2. The kinds of work available depends on geographic locations.
3. Technology is increasing the kinds of work.
4. Many workers are needed to create and maintain a city.

Behavioral Objectives:

1. The student will identify jobs associated with government.
2. The pupil will list 5 kinds of work that are geographically influenced.
3. The student will list the kinds of work found in the Metropolitan Washington area.
4. The student will discuss how technology has increased the kinds of work available today, especially the need for ecology workers.

AREA	ACTIVITIES
Art:	1. The student will make a collage to illustrate the many different kinds of work. 2. Create a diarama or mural illustrating a section of a city with its workers.
Language Arts:	The student will use role playing to identify different jobs in both city and federal government. The student will read the classified ads in newspapers and group the jobs.

Materials:

Encyclopedia of careers and vocational guidances (Revised Edition)
Occupational information Directory
News Media

Social Studies:

1. The student will group the different kinds of work under the job clusters as given by the O.I.D.
2. The student will compare the different kinds of work found in the 5 geographic regions of the United States.
3. The student will collect pictures of many different kinds of work showing people working with highly technical equipment.

Level IV

Concept: Work has rewards.

Sub Concept:

1. There are economic rewards for work.
2. There are personal rewards for work.
3. There are emotional rewards for work.
4. There are aesthetic rewards for work.
5. There are oral and visual rewards for work.
6. There are physical rewards for work.

Behavioral Objectives:

Behavioral Objective: Given a set of pictures, the students will identify the types of work being done and be able to describe the kind and/or kinds of rewards it brings.

ACTIVITIES

Art: Make a bulletin board reflecting the different kinds of rewards from work.

Language Arts:

1. Role playing: Set up a family situation where certain things are expected of children. Act out what happens when responsibilities are done; what happens if jobs are not done.
2. Discussion: What do you get for doing something at home? What do you get for doing something special or extra? How do you feel about doing the job?

Mathematics:

1. Construct a time sheet to show the number of hours a group of 6 workers are on the job in a work-week of 5 days.
2. Draw a bar graph to show the number of different brand names of vehicles gas attendants wait on in a 7 day week.
3. Plan a 500-mile trip by car:
   a. Calculate the mileage per gallon of gas.
   b. Calculate the cost of the fuel used on the 500-mile trip.

Materials: Road maps; compass.

Field Trip: Visit a Gasoline Station for details on gas cost, taxes and stamps.

Music:

1. Listen to records of work songs and describe the feelings conveyed in the songs;
   Previously listed.
2. Make a list of songs associated with different kinds of work.
3. Learn to sing and/or play a work song and describe the kind or kinds of work one could do as he sings and/or plays it.

Social Studies:

Take a trip to see different types of jobs, with special emphasis upon the tools used in performing the different jobs. Ask the students to imagine themselves in the selected positions.

Physical Education:

Play the game "Simon Says". The leader will use actions depicting various kinds of work.

Science:

1. Make a map showing the various kinds of pollution in the Chesapeake area. (see Washington Post 7/21/72.)
2. Make a crayon drawing to show noise pollution in the classroom and/or the kinds of pollution on the playground.
3. Set up tests for air pollution.
4. Set up tests for water pollution.

Materials:

Microscope test tubes, filter paper, filmstrips.
#202-2 "The Air Pollution Menace (Singer-Society for Visual) Education, Inc.
#202-3 "Water Pollution" A Complex Problem
#428-3 "Measuring Water Pollution"

Field Trips:

1. Reservoir
2. Weather Bureau
3. Bureau of Standards

Level V: Man: A Course of Study

Concept: There is dignity and importance in work.

Sub Concept:
1. Jobs serve to help a community grow.
2. The survival of a nation is dependent on various types of jobs.
3. The attitude of the worker can generate respect for any job.
4. Working is a means of obtaining the essentials of life.

Behavioral Objectives:

1. The students will be able to explain how they benefit from their work.
2. The student will be able to state his preference for a certain job and give justifying reasons.
3. The student will be able to list the ways that all kinds of jobs are essential to the well being of a community.
4. The student will be capable of relating different types of work to the process of living.
5. The student will be able to give reasons why all kinds of jobs, even though, not having the highest salary are important in a culture.

AREAS	ACTIVITIES
Art:	1. Make a mural showing the various types of workers necessary for a community to function. 2. Make of papier mache, a diorama showing a baboon family and the various jobs of each member. 3. Make of papier mache, a diorama showing a human family and the various jobs of each member. 4. Make jigsaw puzzles showing different workers at their jobs.
Language Arts:	1. Select a job from the career section of Ebony Magazine and write a letter asking for a job interview. 2. Write and produce an original play that illustrates the relativity of jobs in your environment. 3. Write poems concerning the many workers in our area that enables it to function smoothly.

Mathematics:
1. Locate and list jobs that require a strong background in mathematics.
2. Prepare projects showing how some form of mathematics must be used daily to maintain the three necessities of life-food shelter, and clothing-such as marketing, preparing a meal, sewing, buying materials for and building homes.
3. Secure copies of old newspapers and magazines and compare salaries of then and today.
4. Select ten jobs that require strong mathematical backgrounds and categorize them in terms of highest and lowest salaries.

Music:
1. Listen to the record "It's A Family Affair", by Sly and the Family Stone and explain your interpretation of it.
2. Research the various ways that the different jobs in music are necessary in a culture.
3. Listen to records or tapes of various recording groups and differentiate between the different jobs of each person and the importance of each job.
4. Reserach the various ways that different jobs in music are necessary in a culture.
5. Using an encyclopedia make a list of jobs available in the field of professional music.

Science:
1. Explore and research the many ways in which workers in science have prolonged the life of mankind.
2. Study and list how the life of the baboon is similar to that of man in comparing jobs done by each group.

Social Studies:

1. Study and compare the types of jobs considered "important" during colonial times with jobs considered "important" during modern times.
2. Determine how the life style of the Nesilik Eskimo parallels that of man with emphasis on the importance of jobs in each family group.
3. Use newspaper and magazine advertisements to categorize various kinds of jobs needed in our society.
4. List some effects that geographical locations have on the kinds of jobs available.
5. View films and filmstrips of jobs in different cultures and discuss what each job contributes.

Tool Technology:

1. List three activities and let the children choose one. When finished tell why they feel good about it. Relate this to how people do their jobs well.

Activities to choose from:

1. Cut out a model of the salmon using muslin stuffed with cotton and paint.
2. Construct an Eskimo sled from pine strips and copper stripping.
3. Using masonite cut out baboons and arrange in troop movement.

2. Construct an electric circuit on a masonite board. Connect the batteries to two toy cars to demonstrate the importance of electricity in transportation, in particular in its effect on pollution.

Physical Education:

1. Make charts showing the different jobs in personal services related to recreation and health services.
2. Write a composition telling why a healthy body is important in performing all kinds of work.
3. List ways in which jobs related to physical education can lead to careers.

Suggested Trips:

1. Briggs Meat Packing Co.
2. Potomac Electric Power Co.
3. Evening Star Newspaper
4. Rock Creek Nature Center and Planetarium

Level V Man: A Course of Study

Concept: The life style of a future depends on its workers who produce goods and provide services.

Sub Concepts:
1. Each individual in a culture should make some contribution.
2. Some individuals provide services and others produce goods.
3. The area in which a worker lives determine the kinds of good produced.
4. Many workers are responsible for aiding in the mass production of goods.
5. The climate of any area help to determine goods produced and services rendered.

Behavioral Objectives:

1. The students will be able to list and contrast ten goods and services available in each regional area within the U. S.
2. The students will be able to give reasons as to how the resources in an area will determine the types of workers the area will support.
3. The students will be able to draw a map of a geographical area in the U. S. and give the kinds of services used in conjunction with the resources available.
4. The students will be able to organize and carry out a unit of mass production.

AREAS	ACTIVITIES
Art:	1. Make scrapbooks from untempered masonite showing workers in the different areas in the U. S. 2. Make a diorama illustrating the many services workers provide. 3. Paint a wall mural depicting the life style of a culture in a given geographical area in U. S.
Language Arts:	1. Make filmstrips and tapes showing the various stages in the processing of the salmon. 2. Write a poem telling about the life style of a culture in one geographical area.

Mathematics:
1. Select a newspaper from two geographical regions and compare the prices of identical food items.
2. Write a mathematical formula showing the life cycle of salmon and compare it with man.

Music:
1. Learn various work songs.
2. Write and sing a song using the six letters in the word salmon.

Science:
1. Construct two environment boxes showing the effects of air pollution on workers.
2. Take a field trip to the acquarium and observe how the salmon react to the other fish.

Social Studies:
1. Make a chart showing the goods and services available in the four regional areas in the U. S.
2. Make a time line showing the birth and life span of man, and the salmon.

Tool Technology:

1. List five workers and the tools they use in their jobs.
2. Construct a model to show the canning of the salmon has changed.

Level V: Man: A Course of Study

Concept: There are many different kinds of work.

Sub Concept:
1. The interests and needs of a group or individual determine the kinds of jobs they perform.
2. Each individual in a culture is expected to hold and maintain a job for the survival of the family group.
3. The jobs available are determined by the resources and demands of a particular area.
4. Some jobs provide services while others produce goods.
5. Some jobs are of more economic value than others.

Behavioral Objectives:

1. The student will be able to list the advantages of five jobs in their area.
2. The student will be able to list eight jobs and give a job description of each.
3. Given a United States map divided into regional areas, the student will be able to place on the map the names of ten jobs available in each area.
4. Using newspaper ads the student will be able to locate ten jobs in the field of health care and compare the salaries of each.
5. The student will be able to generalize how work influences the national economy.

AREAS	ACTIVITIES
Art:	1. Make hand puppets of different workers. 2. Construct a model of a community showing the roles of many workers. 3. Make charts showing the wide range of jobs available in the area keeping them current on a monthly basis. 4. Make hand puppets of many kinds of workers. 5. Make models of different kinds of workers (using papier mache, clay, or masonite)who work together in a city.
Mathematics:	1. Make graphs (bar, pictorial, circle and line) showing base salaries of ten jobs in different fields, using the want-ad sections of the newspapers. 2. Construct a grocery store that will be used to show the fluctuation of prices of selected food items. The stores can be used reinforce the ability to use money effectively.

Mathematics Con't:

3. Divide into categories jobs requiring extensive use of the four operations involving fractions.
4. Using research facilities (library, encyclopedia etc.) find the different kinds of salmon and compare the differences in size and weight. Show these on a chart.
5. Compare the annual birth rate of baboons with that of man and make a mathematical comparison (i.e. percentage).

Music:

1. Learn the work song "John Henry and His Hammer".
2. List the kinds of jobs available to various musical groups.
3. Name the different kinds of musical groups.
4. Organize a musical group to perform in an assembly program.

Science:

1. Visit the Air & Space Museum and the Museum of Science and Technology and compare the scientific progress made during the years.
2. Describe the duties of an astronaut traveling from earth to the moon.
3. List six diseases in which scientists have made great progress during the last decade. Be able to explain one progressive step for each disease. Example: Heart transplant.

Physical Education:

1. Name ten recreational hobbies that can be pursued as profitable careers.
2. Choose one of the above and write the reasons for your choice.
3. Find and list the requirements for careers in basketball, football, and baseball.

Social Studies:

1. Make two lists comparing the kinds of jobs in the D. C. area between 1900-1910; and 1960-1970.
2. Compare the division of work in a baboon community with that of man.
3. Explore and write the effect location has on work in the five U. S. regions.
4. Build a simulated city showing the many kinds of work needed to maintain a city.
5. List 6 jobs where automation has over chose one, write a composition explaining what jobs were created or eliminated.

Tool Technology:

1. Play a game, "Match the Worker With the Tool".
   Example: Show pictures of tools and workers and have the children match the tool with the worker who uses it.
2. List twenty-five jobs and name the tool or tools required to do the job.
3. Categorize at least ten jobs each that use power tools and hand tools.

Suggested Trips:

1. Smithsonian Institute - Air & Space Museum and Museum of Science and Technology.
2. Wilkins - Rogers Milking Co.
3. National Institute of Dry Cleaning
4. Giant Grocery Store
5. Government Printing Office

Language Arts:

1. Write and present a play using the puppets made in art relating to the jobs performed.
2. Organize a pen-pal club with pen pals in each region of the United States and exchange letters describing the kinds of jobs available in each region.
3. Write poems about different kinds of work.
4. Use the library to find poems about kinds of work. Read them to the class.
5. Select a favorite job and write a paper telling why the job was selected. Place emphasis on punctuation, form, sentence structure and hand-writing.

Level V: Man: A Course of Study

Concept: Mankind uses tools for work

Sub Concept:
1. The jobs determine the tools workers use.
2. All jobs require some kind of tool.
3. Tools are time-saving devices, and make work easier for the worker.
4. Tools range from very simple to very complex.
5. Tool Technology has replaced many workers.
6. Intensive Training is needed in order to operate some tools.

Behavoiral Objectives:

1. The student will be able to list ten jobs and the tools required to do them.
2. The students will be able to perform simple jobs using tools.
3. The students will be able to list five tools and explain the training needed in order to operate each tool.
4. Given a list of ten tools the student will be able to identify which ones are simple and which are complex.
5. The students will be able to demonstrate through role-playing, how tools can serve as a time-saver.
6. The students will be able to make a wall chart showing six jobs, and list the tools that are used in performing each of the jobs.

AREAS	ACTIVITIES
Art:	1. Make charts of various types of jobs, and the tools used in performing them. 2. Make clay models of tools, and demonstrate how they are used.
Language Arts:	1. Write paragraphs describing the use of tools for five jobs. 2. Role play the 10 kinds of workers and tools they use for performing a certain job.
Music:	1. Learn the song "John Henry and His Hammer". 2. Plan and write a play about mankind and the tools he uses.

Science:

1. Construct a picture file showing the advancements of tools from the stone age to the present.
2. Class will prepare a demonstration of 10 simple and power tools.
   Example: Drill, sabre saw, screw, pulley, lever, inclined plane, wheel, coping saw, crosscut saw, and hand file.

Mathematics:

1. List jobs that require the use of measurements, weights, and angles.
2. Construct geometric figures from masonite using the jig-saw, hand-saw.
3. Make a graph (bar or line) showing the frequency of use of tools in the tool chest.

Physical Education:

1. Play the game of pantomine called "Who Am I"? (Explanation: Pretend to be a tool, pantomine it's use).
2. Choose five careers related to health education and list five tools used in each career.
3. Make a chart showing the tools used in your physical education classes and show how each is used. (small group project).

Social Studies:

1. List some jobs that have been eliminated by machines within the past decade.
2. Show how an industry has been affected by the use of tools (machines) within the last thirty years.
   Example: Farming
3. Name ten ways, and be able to explain each, of how transportation has been affected by machines since colonizatic
4. Be able to explain the usefulness of mass production.

Tool Technology:

1. Teach the use of the tools in the tool chest.
2. Make toy animals (Baboon, Salmon, Herring Gull) using one inch pine board, cutting the shapes with the jig-saw.
3. Make place mats using looms.
4. Knit scarves and hats using yarn.

Suggested Trips:

1. Agricultural Research Center-Beltsville, Md.
2. Washington Gas Light Co.
3. Chesapeake and Potomac Telephone Co.
4. Hechinger's Lumber Yard
5. Wonder Bread Bakery

Level V: Man: A Course of Study

Concept: Work has rewards.

Sub Concepts:
1. There is aesthetic value in work.
2. There is intrinsic value in work.
3. Work enables one to acquire the necessities and luxuries of life.
4. Many kinds of work benefit the health of living beings.
5. People work for various reasons.

Behavioral Objectives:

1. The students will be able to distinguish between aesthetic and intrinsic value.
2. The students will be able to distinguish between necessities and luxuries.
3. Given the names of twenty-five jobs the students will be able to choose the ones that aid life and explain their choices.
4. The student will be able to recognize the relevance of work to different cultures.

AREAS	ACTIVITIES
Art:	1. Plan and carry out a class project in photography.
Language Arts:	1. Write a composition on "What I Like About Work". 2. Write a letter requesting an interview for a particular job. 3. Make a list of questions you would like to ask the person being interviewed. 4. Role playing using puppets for creative drama based on workers in the U. S. Capitol, to show how Senators, Congressmen and etc., share and discuss problems. 5. Role playing using puppets for creative drama, based on workers at the national airport, showing the advancement of transportation, technology and the distance one can travel in a short period of time, compared to 20 years of age.
Mathematics:	1. Set up a classroom checking account that will enable the students to write checks, withdrawing funds for Christmas gifts. 2. Set up a mass production bake sale project to be sold to school personnel and students. 3. Plan and purchase supplies needed to make the products, and calculate the expenditures and receipts for profit.

Music:

1. Organize a musical talent show in the classroom, with each child participating, to present in an assembly program.

Physical Education:

1. Select a job and create an exercise to show the body movements used in performing the job.
2. Write a letter to a health spa asking for samples of body building exercises to be used for a physical fitness program.

Science:

1. Plant and tend a miniature flower garden to be given as gifts for Mother's Day.
2. Make a model of the human skeleton and label the muscles used to perform certain jobs.

Social Studies:

1. Trace the process by which goods travel from the farmer to the consumer.

   a. Step I - Farmer
   b. Step II-Farmer plants seed
   c. Step III-Farmer waters plant
   d. Step IV-Harvested and packaged for distribution
   e. Step V -Commodity reaches store for purchase
   f. Step VI-Consumer purchase commodity

Tool Technology:

1. Construct two jig-saw puzzles out of untempered masonite, one showing aesthetic value, the other showing intrinsic value.
2. Plan an assembly program pantomiming workers with tools used for performing different jobs.

Trips:

1. Plan and visit the U. S. Capitol.
2. Plan and visit the National Airport.

Level VI: Man; A Course of Study

Concept: There is dignity in all work

Sub Concepts:

Work is essential for obtaining the essentials of life.

1. If a culture is to survive, all members must perform certain kinds of jobs.
2. A positive self concept is important for the individual to function in the world of work.
3. Each individual contributes to a nation's wealth.
4. An individual's aims and life objectives will determine his attitude towards work.

Behavioral Objectives:

1. The student will be able to list how all jobs are important to the entire community.
2. The students will be able to explain the value of jobs their parents have.
3. The students will be able to develop pride in the kinds of jobs their parents have.
4. The students will develop a sense of pride in doing their class projects.

ACTIVITIES

Art: Mass production of workers made from masonite, papier mache', pinewood, or mobile of community workers.

Language Arts:

Select different jobs from the listed bibliography about careers and write a letter asking for an application for employment.

Fill out application blanks; oral interview.

Mathematics:

Select the kinds of math that will challenge and that will enable the individual to function in the culture.

Students list jobs of interest to them, the teacher teaches math according to the jobs.

Math Con't:

Example - Math for Bankers, Brick Masons, Carpenters, Secretaries, Electricians, and etc.

Music:

The student will learn songs related to dignity of work to be taken from Resource Section of Curriculum.

Physical Education:

Theories of Physical Education cleanliness, Nutrition, Physical Examinations.

Stress physical fitness - Exercises
Health Charts, visit health center

Social Studies:

Compare present day jobs with those of the past, and possible jobs of the future.

Example - Charts, booklets short skit or play, mobile of past present and future workers tools, and various other occupations.

Tool Technology:

List activities and let students choose one that they are interested in.

When completed students will tell how they feel about their projects. This can be related to how people feel about their jobs.

Level VI

Concept: The Life of a Culture Depends on its Workers Who Produce Goods and Services.

(The life styles of animals can be compared with those of man to make life an interesting challenge.)

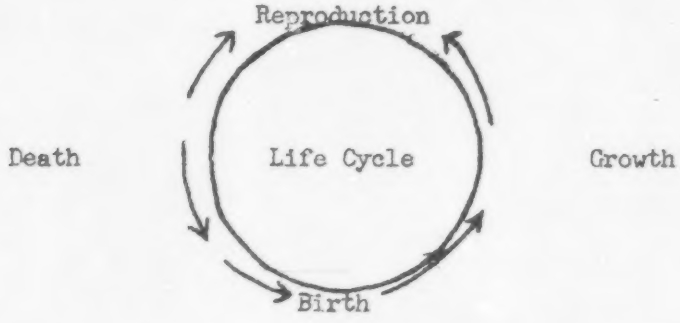
Sub Concepts:
1. Some animals feed differently.
2. Some animals communicate in various ways.
3. Some animals are more intelligent than others.
4. Some animals regurgitate as they eat.
5. All animals move, but in different ways.
6. All animals reproduce, but not in the same way or same numbers.

Behavioral Objectives:

1. The student will identify the areas in the life of the Salom that are related to man.
2. The student will compare the unusual way the Baby Herring Gull feeds with that of man.
3. The student will compare the cries of the infant baboon with that of the infant child.
4. The student will know that the baboons' intelligence is not as great as man's.

Areas of Concentration:

Art: Make a mural depicting the life cycle of a plant, an animal, and of man.



Language Arts: With the use of the dictionary define and pronounce the following words: journey, tributary, spoon, environment, survival, fingerling, predators, fertilizes.

Mathematics: Using the method of repeated subtraction, the student will take the numeral 6000, meaning the total amount of eggs the Salmon lays, and with the repeated subtraction method, deduct using individual steps for each, how this numeral diminishes to the surviving numeral of 2.

Music: Learn the words to the song "Three Little Fishes", and sing according to the melody.

Science: View the filmstrip "Life of the Salmon"and answer the following questions:

1. How long do Salmon live in the water?
2. What causes the journey to end in death?
3. How many eggs are laid and how many survive for hatching?
4. What is the milky substance called?
5. Why does the Salmon head upstream?

Social Studies: Trace on an outline map the journey of the Salmon as he heads upstream, or make a diagram showing the troop movement of the Baboon.

Tool Technology: Make a model of the Salmon using the jigsaw to cut it out. Mount it on a piece of masonite 12" by 12". Paint the Salmon the correct color.

Concept: There Are Many Kinds of Work

(A city can afford many people, many kinds of jobs.)

Sub Concepts:

1. Cities need people to grow.
2. Working groups with common interest help in the growth of cities.
3. A city which has many opportunities for workers grows rapidly.
4. Political, economical and social forces that bring people together makes a city grow.
5. Some individuals work with others to ensure that all people aid in the growth and development of a city.
6. Many types of specialist are necessary in the growth of a city.
7. Many different systems such as transportation are important in the growth of a city.
8. A city grows when it is located near or around a geographical location such as a harbor, minerals, etc.

Behavioral Objectives:

The student will list the factors necessary in the growth of a city.
The student will be aware of the many choices of jobs a city offers.
The student will compare a large city with a small city to find out that the more interesting a city is the more people it attracts.
The student will be introduced to the various ways of looking at a city such as why people come, what interesting aspects are here.
The student will be able to tell the difference of life styles in a large city with that of life styles in a small city.
The student will know that a functional government helps a city grow.

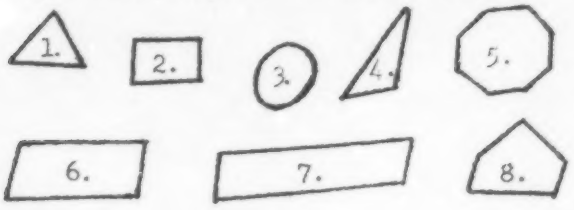
Areas

Art: On a blank sheet of white paper, 24" by 24", mark off the position of your neighborhood or area depicting the various landmarks, and any other pertinent items in a neighborhood.

Language Arts: Read and memorize for oral delivery the seventh stanza of the musical poem "Song of the City" which deals directly with the growth of a city. After which illustrate this stanza for identification purposes.

Mathematics:

1. Draw or sketch a model of a city using specific measurement for houses, skyscrapers, parks, rivers etc. Use as many geometric shapes necessary to complete this assignment successfully.
2. Have class make the Tangram puzzle by cutting out of masonite the various geometric shapes. These shapes can also be used to form various patterns. Paint each shape a different color.



Music: Use the music for "Song of a City" to help you discover what a city is.

Social Studies:

Write a list of as many workers you can think of, and write 3 characteristics for each.
See the examples:

Policeman - pistol, badge, uniform
Dentist - drill, needle, brush
Shoemaker - hammer, nails, puller

Science: Construct a question-answer board with science jobs on one side and tools of the trade on the other. Student will match up job with trade.
Have Students identify the various shapes with their names. Each name should be pronounced, syllabalized and a meaning given for complete understanding. See mathematics activity #2 for the shapes, and number reference.

1. triangle
2. square
3. circle
4. isosoles triangle
5. octagon
6. rhombus
7. rectangle
8. pentagon

Tool Technology:

Build a city out of milk cartons, corragated paper and strips of masonite.
Use the diagram used in your art activity as a guide.

Level VI:

Concept: Mankind uses Tools for Work
(The proficiency of the use of tools is left to the individual)

Sub Concepts:

1. You don't have to be a professional to work with tools.
2. Anyone can work with tools and materials.
3. Various tools are necessary in the growth of a culture.
4. Each worker uses his tools to the best advantage.
5. A city uses the tools of its major activity.
6. Tools are necessary in the successful functioning of a culture.
7. Good craftsmen need good tools - poor tools make poor workmen.

Behavioral Objectives:

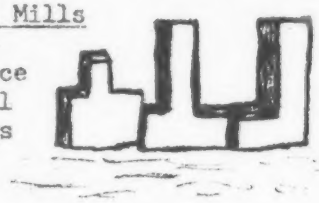
1. The student will be able to identify the commonly used hand tools.
2. The student will be able to identify particular tools with particular workers.
3. The student will be able to identify the tools a particular city uses in its specialization such as Pittsburgh, the Steel Capitol; or West Virgin, the Coal 'ining area.
4. The student will be able to distinguish what is meant by a good craftsman.
5. The student will be able to make a comparison of good tools with poor tools.
6. The student will be able to achieve skill with the use of tools.

Areas of Concentration:

Art: Make a drawing of the tools a particular city uses.

A. Steel Mills

1. Furnace
2. Shovel
3. Prongs



Coal Mines

1. Pick
2. Steam shovel
3. Conveyor belt

B. With clay or plaster of paris, make molds of the shape of a hammer, screw driver, chisel, file, and the saw.

C. Draw pictures of the various tools for identification purposes, and label each part.

Language Arts:

A. Have the students write paragraphs about the worker he would like to be. Take in consideration, job preparation, schooling, and money involved. The topic sentence can be: I want to be a _____.

B. Students will make a chart showing the tool each worker uses most.

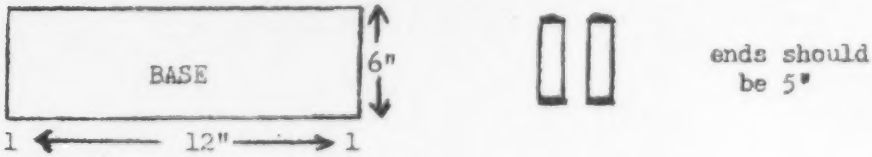
1.	Carpenter	Hammer
2.	Steel Worker	Pick
3.	Seamstress	Needle

Mathematics:

The student will learn the importance of measurement in carpentry. They will make a pair of book ends to exact measurement.

A. The student will learn equivalencies of the different measurements. i.e., 12 inches = 1 foot; 3 feet=1yard, etc.

B.



Use the ruler T - square for exact measurement.

Music:

The student will learn the words and the music to "I Am Working on the Railroad". (This song brings out the use of the sledge hammer, nails, etc).

Science: View the filmstrips: "Use of Machines in Our Industrial Life Series".

a. Evolution of Machines
b. Care and Use of the Jig Saw
c. Care and Use of the Drill Press
d. Care and Use of the Circular Saw

Questions should follow (oral or written) about each filmstrip viewed by students.

B. Give the students an opportunity to see the films "Portable Electric Tools", "The Woodworker", Iron-Product of the Blast Furnace", and the Machinist, You Always Do The Best Job". (Each of these films are directly related to mankind and; their use of tools).

Social Studies:

With the use of Senesh "Cities At Work", pick out and list all of the work activities that are involved in the successful functioning of a big city.

B. Develop a chart depicting the history of work through the ages. Use encyclopedias.

Tool Technology:

A. Make a miniature model of an industrial city such as Pittsburgh. Use masonite cut to shape of factories, use cotton for smoke, and what ever other materials necessary.

B. Make plaster of paris models of the major tool of the Doctor-Stethoscope; the Dentist-the drill; the Secretary-the typewriter; the Seamstress-sewing machine; the Librarian-a book.

Level VI:

Concept: Work Has Rewards

(Man works more efficiently when he knows there is a pot of gold at the end of the rainbow)

Sub Concepts:

1. One doesn't have to be a professional worker to get pleasure out of work.
2. Man enjoys profit from his work.
3. Man enjoys self-satisfaction when progress is shown.
4. Work and monetary compensation should be complementary.
5. Work should be such as to produce results of which you will be proud.
6. The extent of enjoyment a person obtains from work depends on the amount of one's personality and effort put into it.

Behavioral Objectives:

1. The student will be able to appreciate the values of all kinds of work.
2. Given a list of rewards, the student will be able to match various jobs with various rewards.
3. The student will understand the importance of the monetary rewards for work.
4. The student will understand that all rewards are not necessarily monetary.

Areas of Concentration:

Reading: Have student read from the text Our Working World by Lawrence Senesh. "The Changing Steel City" (Pittsburgh) pp. 48 to 55. After reading this chapter, have class answer the following questions.

1. Why is Pittsburgh known as the Steel City?
2. Why was George Washington sent to Pittsburgh?
3. Name some factors that helped the early settler decide to stay here.
4. Make a written comparison of the picture on page 53 depicting Pittsburgh in 1930, and the picture on page 55 shown Pittsburgh today.
5. Name at least 5 workers found in Pittsburgh.

Areas of Concentration:

Art: 1. Construct a mural of various workers with "out-stretched" arms towards a common goal.

Materials needed:

1. Kraft paper (the size you prefer)
2. Straws
3. Glue
4. Paint (your choice of colors)
5. Cotton

2. Make or construct a game similar to BINGO. Substitute the word REWARD instead of bingo. Play the game just as you would bingo, and the person who wins receive a reward. Use the names of various kinds of workers in your blocks. This game will help the students' reading, spelling, pronunciation.

Teacher	Judge	Police
Trashman	FREE	Lawyer
Doctor	Nurse	Secretary

Materials needed:

1. Construction paper
2. Felt writing pens
3. Chips made from colored paper

Spelling: Class will look up in their dictionaries the syllabication and meaning of the following words taken from the Chapter on Pittsburgh, The Steel City.

a. smelted
b. triangle
c. foundries
d. charcoal
e. coke
f. manufactured
g. electronic
h. specialists

Language Arts:

1. Write a letter requesting an interview. In the letter make a list of questions you would like to ask.
2. Make up some cards of various fantasy occupations. Students will write what he would do. (see examples).

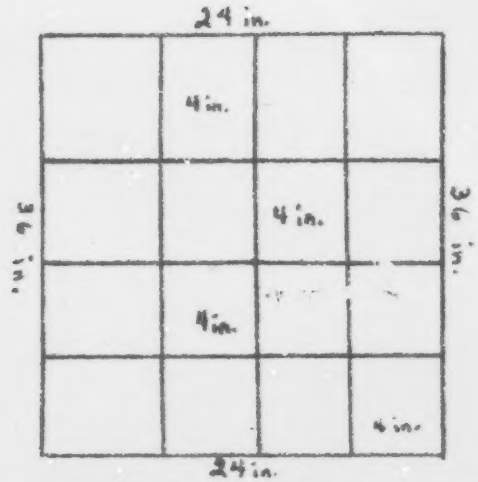
   a. An onion's occupation is to.....
   b. A piggy bank's occupation is to.....
   c. A dish of ice cream's occupation is to.....

3. The student will be able to write small booklets containing: a. What they want to be;
   b. Their age now, and the age necessary to become this worker;
   c. What is necessary for the preparation of this job;
   d. Show how he will get ready for this job;
   e. The various rewards obtainable after completion of the work.

Mathematics:

1. Have students construct a fraction board out of masonite. Each board will be divided into 12,4" inch squares. When the board is finished, it should look like a maze of squares. The sides should be at least 36 inches in length and the top and bottom 24 inches width.

* See Diagram:



Purpose: Child will be able to divide fractional parts in a more simple fashion with the use of this board.

Make a list of as many workers that you can think of and make a comparative study.of their working hours. See chart:

CHART

WORKER	APPROXIMATE HOURS	DAILY APPROXIMATE WAGE
1. Teacher	6	$ 30.00
2. Doctor	4-6	400.00
3. Bricklayer	8	64.00
4. Nurse	8	40.00
5. Groceryman	12	250.00
6. Secretary	8	32.00
7. Sanitation Worker	8	40.00

With this chart, student will be able to add or subtract, multiply or divide to see advantages and disadvantages of salaries received by various workers. This will help greatly in a child's decision for future work.

Science:

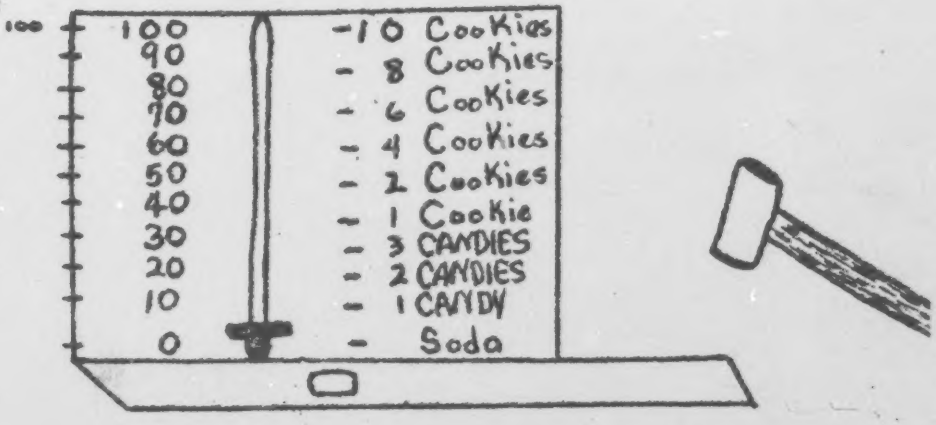
1. The student will make various projects in electricty and enjoy their results. i.e., (question-answer board)

2. The student will view the film "The Machinist" and "You Always Do the Best Job". (From these films the student will be able to obsefve the rewards the machinist receives and the satisfaction one gets for a job well-done).

Tool Technology:

1. Construct a game whereby one will hit a lever and watch how high the button goes up the scale. On the scale should be different types of rewards (2 bars of candy-10 boxes of cookies, etc.

* See Diagram:



Materials needed:

1. One piece of heavy white pine cut to the desired size.
2. Sandpaper
3. Long glass tube
4. Round wooden Mallet

Purpose of Game:

To have students realize that the greater the amount of work the better the reward.

Trips:

1. Take a trip to the Wonder Bakery on Georgia, Avenue, N.W.
2. Field trip to the Northeast Sanitation Department on Mt. Olivet Road N. E.
3. Take trip to the Wharf to see fishermen, etc., at work.

4. 4. Take a trip to the automobile inspection center on West Virginia Avenue, N. E.
5. Take a trip to the Telephone Company on 13th Street, N. W.
6. Trip to National Airport to observe the various workers, ticket counter, reservation clerk, red-cap, etc.
7. Visit the Amtrak Railroad Station to observe workers there.
8. Visit the Metro Bus Terminal at 14th and Decatur Street, N. W. to see the various workers at work.
9. Vist the F.B.I. building.
10. Visit the Bureau Ingraving to allow children to see how our money is made and distributed and old money destroyed; also to observe the stamps and bonds division and the workers employed there.

Books and Stories

1. Policeman Paul By Jene Barr
2. Who Am I? by Sally Fabry
3. The Department Store by E. B. Hastings
4. Our Friendly Helpers by Elaine Hoffman
5. People Who Work in the Country and the City by Clara Judson
6. Our Singing World by Lilla B. Pitts
7. Music for Early Childhood by O. McCanathy
8. "Fathers At Work" Resource Unit - page 97
9. "How Producers Changed" Families At Work Textbook - page 203
   SENESH's Families At Work Resources Unit
10. Tim and the Tool Chest by Jerrold Beim
11. What is A Simple Machine? by Gene Darby
12. Tools for Andy by James Tippett
13. "The Little Red Wagon" By Jeanne Stoner - Families At Work Resource Unit, page 50
    "Eskimo", Resource Unit, page 187
14. Mrs. Doddlepunk Trades Work by Dorothy L. Dodworth
15. Here Come the Bees by Alice Goudey
16. Becky's Birthday by Tasha Tudor

Films

1. "Family Teamwork", 17 minutes
2. "Children at Work and Play", 20 minutes
3. "How Machines and Tools Help Us" 10 minutes
4. "Safe Use of Tools" 1/2 reel, 5½ minutes
5. "Helpers In Our Community" 1 reel, 11 minutes
6. "Helpers who Come to Our House" 1 reel, 11 minutes
7. "What Do Fathers Do?" 1 reel 11 minutes
8. "Community Helpers Series: Set No." 40 Frames

Music Activities

1. Song: (To the tune of "Go Round the Mulberry Bush")
   This is the way we divide the jobs
   In our home (repeat)
   What shall we help Mother do?
   Pick up toys (repeat)
   (Other verses can be added)

2. Songs about workers and jobs are found in Our Singing World and Music For Early Childhood.

   SENESH's Families At Work recorded lessons.

3. The children will learn to sing the following songs:

    1. "Community Helpers"
    2. "Playing Foreman"
    3. "Mr. Banker"
    4. "Mr. Policeman"

4. The children will learn to sing the following songs:

    a. "If I had a Hammer"
    b. "Policeman"
    c. "The Little Fire Engine"

5. Songs and song stories to Dramatize
    "A Trip to the Zoo"
    "Anna Maria Wake Up!"
    "The Little Red Hen"

6. Listening Activities

7. Songs to teach fundemental movements

8. Song for rhythm instruments

List of songs and instructions can be found in The Music Curriculum K-2

Art Activities

1. The children will paint a mural showing many producers of goods. (See Language Arts activity).
2. The children will make a mural of the different workmen in the school
3. The children can draw pictures of how their neighborhoods would look if no workers came to work for a month.
4. The class can make cut-paper posters of families at work. Make posters of workers that help us at home and school.
5. The class can prepare a bulletin board display. The class can draw posters showing "Division of Labor in the Home and in the School
6. The class will paint a mural of different workers using at least one of their tools i.e. policeman, fireman, carpenter.
7. The children will make hats from construction paper that are worn by workers who receive monetary reward for their work. (See Social Studies activities).
8. The children will make finger puppets of workers who receive aesthetic reward for their work. (See Language Arts activity).
9. The children will decorate a bulletin board with products of jobs which provided them with the reward of personal satisfaction.

Physical Activities and Games

Games:

1. Each child, with his hands at his hips, skips in a circle at his desk, singing to the tune of "Here We Go Round the Mulberry Bush", the children decide the task. A child acts out the work as they sing and skip.

2. "I'm a producer of services. Watch what I do. What is my job? Child pantomines producing a service classmates guess what his job is. When shown pictures of producers the children can explain why consumers need these products or services.

3. The children will dramatize the roles of producers of the different toys and games they play with. Then the class will guess the name of the producer and the toy and they will tell how the toy or game helps them develop physically, or helps them have fun.

4. The children will do exercise that build muscles, they are to understand that the muscles are tools for man.

5. Folk Dances

6. Races

7. Passing Object Relay

8. Bounce Ball

9. Running or Tagging Games

10. Singing Games

11. Scavenger Hunt

12. Run and Match

Instructions can be found in the Physical Education Curriculum Guide and Skill Games to Teach Reading by Richard H. Bloomer.

Tool Technology

1. Make a table top display of a home, showing three rooms: living-dining room, kitchen and a child's bedroom. Make the family figures and the furniture and determine how the labor should be divided.

2. Make Producer's Club Badges. Hands-On Handbook Lesson #2 Activity II.

3. Make a family work mobile. Hands-On Handbook Lesson #5 Activity A.

4. The children will make family work mobiles out of press-board, pictures, and dowelling. Each child will be responsible for a special job.

5. The class will make safety rules related to using tools.

6. The class will identify all the tools in the tool chest and list at least one worker who uses the tool.

7. When the child has shown the three items required in the Language Arts activity #5 he may reward himself by choosing to make the game of his choice as directed in the hands-on handbook, lesson #8.

8. Scrapbooks
9. puppets
10. clocks
11. thermometers
12. peg board number lines
13. key chains
14. center pieces
15. puzzles
16. circus and zoo animals
17. model car, airplanes, and boats
18. aquariums
19. Christmas decorati
20. papier mache figu

Materials

1. Measuring devices: Elementary Mathematics Curriculum, page - 66
2. Recipe for gingerbread - Families at Work: Resource Unit - page 42
3. Red Cross Boxes
4. Items to fill Red Cross Boxes
5. Rhythm intruments
6. Masonite
7. Tools from tool chest
8. Styro foam
9. Construction paper
10. glue
11. scissors
12. sandpaper
13. jig-saw
14. crayon
15. drawing paper
16. tempera paint
17. spray paint
18. paint brushes
19. pencils
20. chart paper
21. magazines
22. paste
23. magic markers
24. handwriting paper
25. tapes
26. tape recorder
27. record player and records
28. filmstrips
29. filmstrip projector
30. earphones
31. variety of wood
32. dowels of various sizes
33. screws
34. paper clips
35. The Handbook for Hands on Activiti

Field Trips

1. The Zoo
2. A Bakery - Wonder
3. A Department Store
4. The Telephone Company
5. Tour the school community
6. Tour the school building
7. Anacostia Museum
8. Embassy Dairy
9. Oxon Hill Farm
10. NASA Space Museum

Resource People

1. Parents
2. Custodian
3. Principal
4. Librarian
5. Lunchroom Clerk
6. Book Clerk
7. Building Policeman
8. Patrol boy or girl

Resource Materials

for the

Career Development Program

Grade 1 - 6

Resource Materials:

Films to be used with Man: A Course of Study

1. The Life Cycle of the Salmon
2. The Herring Gull
3. The Baboon Troop
4. The Netsilik Way of Life
5. The Younger Infant
6. The Older Infant
7. Herring Gull Behavior
8. Life on the Tundra

Songs from A B C Music for Young Americans:

1. The Kayak Song
2. Little Eskimo
3. Talk to the Animals
4. My Rooster
5. The Woodpecker

Literature:

1. "Animal Behavior", Timbergen. Niko 1965.
2. "How Animals Live Together", Selsam, Millicent, New York: William Morrow and C., 1963.
3. "The Gull's Way": Darling, Louis
4. "Look at a Gull": Wright, Lewis
5. "The Wildlife of Africa": Arundel, Jocelyn
6. "The Primates": Eimerl, Sarel
7. "The Eskimo", Bleeker, Sonia New York: William Morrow and Co. 1959

Games and Game Supplies:

See Teacher's Manual: Man: A Course of Study

Caribou Hunting Map (Tablet)
used for both Bow and Arrow and Crossing Place Games

Direction Indicators (dice)

Caribou Hunting With Bow and Arrow ruled sheets
(set of 15)

Seal Hunt Game Boards

Seal Stickers

Seal Hunt Record Charts

Fimstrips and Records:

1. "In The Field". Two 7" records
2. "Looking At Animals" Filmstrip
3. "Herring Gull's" Filmstrip
4. "Baboons" Filmstrip
5. "Words Rise Up" Two 12" records
6. "Netsilik Life" Filmstrip
7. "The Netsilik Today" Filmstrip

Multi-Media Kits:

The World of Work: Getting a Job.

Educational Resources; Inc.
451 South Jefferson Street
Orange, New Jersey 07050 Reorder Number - Eri 301

Stories About the Wonderful World of Work
Pre-Vocational Film Strips in Color and Sound
Grades - 4, 5, & 6

Jobs For The New Generation
by Bowmar, 1970
Glendale, California 91201

Maps: Photographs and Posters

Baboon Photomurals
Nairobi Game Park
Netsilik Photomurals
Netsilik Portraits, eleven small photographs
Pelly Bay
Hunting Caribou at the Crossing Place
Families of the Pelly Bay
A Camp on The Sea Ice
Seal for Sharing

Reference Books

The World Book Encyclopedia
The World Book Dictionary
The World Book Atlas
The World Book Encyclopedia: Childcraft
The Last Whole Earth Catalog, access to tools
Career Guidance Manual for Elementary Teachers
George E. Leonard, Project Director
Doris Jefferies, Boston University
Sally Spedding, Southfield Public Schools

D. C. Public Library Films:

1. Canada's Waterways West CTFL N.D. 29 min. Color jh-a.
2. Jobs and Advancement: On The Move McGraw-Hill 1969 13 min. jh-a.
3. Jobs and Continuing Education: Ernie Rodriguez Hates School jh-a.
4. Jobs For Women: Where are You Going Mc-Graw-Hill 1969 11 min. Color jh.
5. Jobs in The World of Work: A Good Place To Be 1969 12 min. jh.
6. Slavery and Slave Resistance N.Y. Times 1972 22 min. I-A.

Poems To Be Used With Senesh:

1. Gone Is Gone, written and illustrated by Wanda Gag
   Copyright 1935 by Wanda Gag
   Published by Goward & McCann Inc.
2. Fathers At Work by William Rader
3. Round and Round Go the Wheels by William Rader
4. Think of That! by Lucy Sprague Mitchell
5. Time by Leon E. Trachtman

Films and Filmstrips to be used with Senesh:

1. Family Teamwork 17 min. sound color
2. How Machines and Tools Help Us. 1954 10 min sound b&w
3. Machines 1950 8 min. sound b&w
4. Safe Use of Tools ½ reel, 5½ min. b&w
5. Community Helpers Series Set No. 2 40 frames color
6. About Money 8 min. sound, color Children's Production
7. The Grandeur That Was Rome 24 frames Eye Gate Giyse
8. The Glory That Was Greece 24 frames Eye Gate Giyse
9. Foods Around The World. 11 min. 16mm, b&w or color

Records to be used with Senesh:

1. Happy Instruments C. L. 1026
2. Rusty in Orchestraville. Cap. L. 3007
3. Music for Early Childhood, McConathy, Osbourne. New York Silver Burdett, 1952
4. The Songs "Community Helpers", "Playing Foreman", "Mister Bonder", and Mister Policeman are suitable for reinforcing the idea of diverse jobs.
5. "Our Singing World" Pitts, Lilla B. Kindergarten Book Boston Ginn, 1957. Songs about various occupations.

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Books to be used with Senesh:

1. "Here Comes the Bee!" Goudey, Alice E. New York Scribner, 1960.
2. "Becky's Birthday" Tudor, Tasha, New York Viking, 1960.
3. "Machines" Victor, Edward. Chicago Follett, 1962.
4. "The True Book of Money" Elkin, Benjamin Chicago Childrens Press, 1960.

Sound Filmstrips (Records)

1. Good Health Habits - Coronet, 1968, 6 color filmstrips, 3-12" Records, 33 1/3 RPM, Grade 1-6.

   Keeping Clean — Your Exercise and Posture
   Keeping Well — Your Food
   Your Clothes — Your Rest and Sleep

2. Money, Checks, and Banks Eyegate, 1970, 6 color filmstrips, 3-12" Records, 33 1/3 RPM Grade 3-12.

   The checking Acc't. — Reconciling Your Bank Bal.
   The Federal Reserve System — Services of a Bank
   The Nature of Money — Travels of a Check

3. Retail Store Workers-Edu.-Craft, 1968, 3 color filmstrips, 3-12" Records 33 1/3 RPM Grade 1-3.

   Drug Store Workers
   Service Station Workers
   Super Market Workers

4. Where Does It Come From Imperial Film Co., Inc.-1970. 4 color filmstrips, 4 cassettes, Grade 1-6. Where Do We Get Our Bread, Lumber, Milk and Paper
5. Careers Unlimited Classroom World Production, Inc. N.D. Grade 4-12. $113.60

A series of 24 pre-recorded educational tapes designed to calm the fears and frustrations of students concerned over which career to choose. Examples - Broadcasting, Oceanography, Law and etc. Excellent for all students who desire to familiarize themselves with the demands, requirements, and rewards for the various Career Opportunities open to them "On The Job" interviews with successful leaders in each of the Careers enrich these materials and make them most graphic for the student.

6. Multi-Media Kits

   The World of Work K 3 series 1. Getting To Know The World of Work.
   2. The Newspaper Boy
   3. The Junior Home-Maker
   4. At Your Service Recorder #60001

Films - Filmstrips-Guidance Associates of Pleasantville, N.Y.

1. Truckdriver
2. Career Filmstrips and Cassettes
3. A Job That Goes Someplace (J.H., Sec.) - $35.00
4. Preparing for the World of Work (J.H., Sec.) - $35.00
5. Choosing your Career (J.H.) - $35.00
6. Your Job Interview - $35.00
7. Getting and Keeping your First Job - $35.00
8. Why Work At All - $18.00
9. Liking your Job and Your Life - $35.00
10. Trouble at Work - $35.00
11. What you should know before you go to work.

Eye-Gate Instructional Materials:
Jamaica, New York

1. The A.B.C.-of Getting and Keeping a Job: Series of 8 Sound Filmstrips. Cost $74.00
2. The World of Work: Vocational Opportunities 14 color filmstrips with 7 cassettes $130.00
3. Occupational Education 9 filmstrips $73.50
4. Are You Looking A Head? 10 Filmstrips $66.00

Some Neighborhood Helpers

The worth of all workers and the contributions they make all of us are stressed in the series. The first four filmstrips emphasize the importance of health and workers of health. The series will give an understanding of the importance of our neighborhood helpers. 9 filmstrips.
The Neighborhood Doctor, Nurse, Pharmacist, Optometrist, Barber, Beautician, Newspaper Store, Fish Store, Service Station Price $48.50.

Puzzles

Astronaut - The Judy Co. Deluxe Series, Color, Grade 1-3
Business Man - The Judy Co. Deluxe Series Color, Grade 1-3.
Doctor - The Judy Co. Deluxe Series, Color Grade 1-3.
Zoo - The Judy Co. Senior Series, Color Grade 1-3.
Librarian - The Judy Co. Deluxe Series, Color Grade 1-3.

Crossword Puzzles

Community Helper - Crossword Puzzles-Ideal-Grade 1-3.
Farm and City Crossword Puzzles Ideal Grade 1-3.
Occupation-Crossword Puzzles Ideal Grade 1-3.
Space-Crossword Puzzles Ideal Grade 1-3.

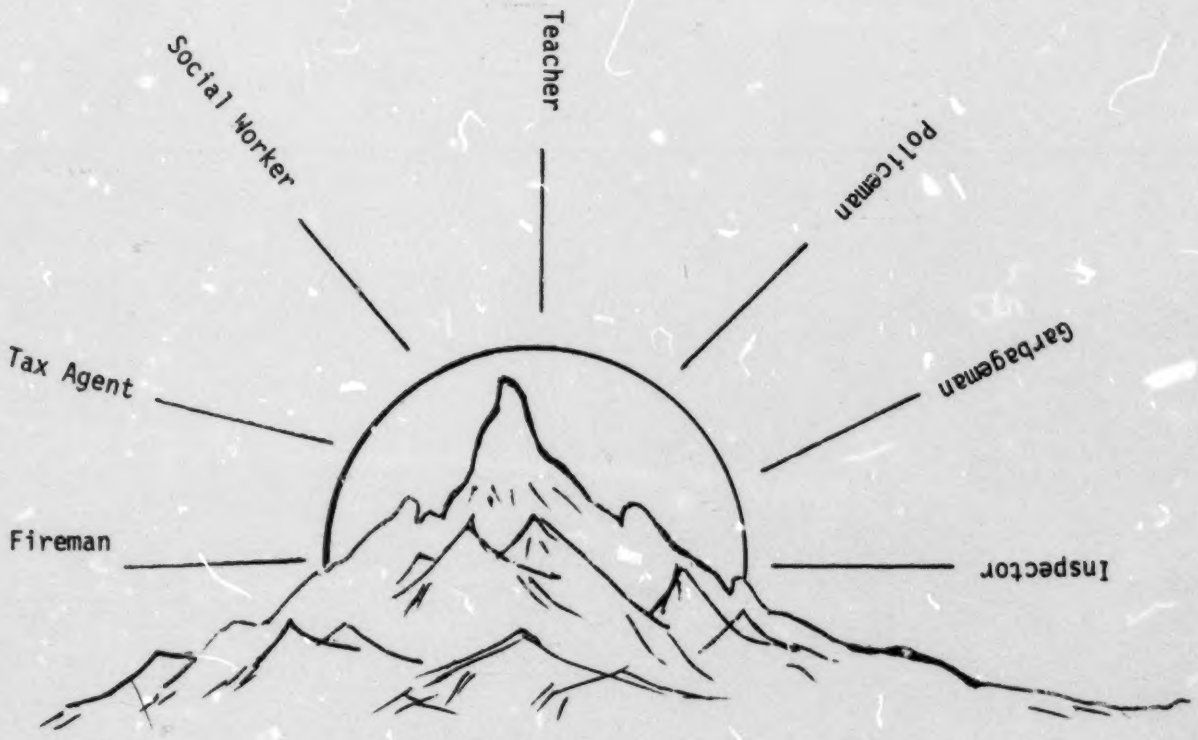
Occupations, Fisher Price Toys, $2.50 Pre-K-K.

Books

1. Tinbergen, Niko Animal Behavior, Time Inc., New York 1965
2. Schultz, Leonard The Ways of Fishes, Van Nostrant Co., Princeton, New Jersey 1968.
3. Kimbrell, Grady and Vineyard, Ben. Succeeding in the World of Work. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1970 Price $5.97.
4. Dunn, Charleta H. Payne, Bill F. World of Work Dallas Texas: The Leslie Press, 1971. Price $4.95
5. Gilbert, Harold G. Children Study American Industry. Iowa: W. C. Brown Co., 1966.
6. Dictionary of Occupational Titles - Cartoon leaflets, produced by the N.Y. State Department of Labor, Division of Employment, Syracuse, New York; no charge; simple, specific facts presented at 4.0 reading level. Excellent for elementary programs.
7. Boeckman, Charles, Our Original Industries: Their Beginnings and Growth Criterion Books 1966.
8. The Encyclopedia of Careers and Vocational Guidance J.G. Ferguson Publishing Co., Chicago, Illinois Vol. I and II 1972.

CAREER DEVELOPMENT
CLUSTER I
GRADE 8

PUBLIC SERVICE OCCUPATIONS



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